**K-5 Math Lesson Plan**

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| **Teacher: Dora Cortes** | | | **Grade: Kindergarten** | | | **Date(s)**: August 2012 |
| **Unit Title: Unit 1 – count numbers 0-30** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): What are some ways we can find out how many objects are in a group?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Interactive math story (Visions topic 4) “Count the Eggs”** | | **Student: Student will have a copy of “Count the Eggs”**  **Crayons** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2 Count forward beginning from a given number within the known sequence (Instead of having to begin at 1)** | | | | | |
| **I Can Statement(s): I can count to find out how many eggs there are.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  I will show students a little nest with 5 plastic eggs of different colors; I will encourage students to count the colored eggs. I will remind students that we use numbers to count objects and to know how many items we have. | | | | | |
| **Teacher Directed:** I will introduce the book “Count the eggs.” As I read the picture book I will invite children to point out the egg on each page. This activity will help students to identify number shapes and the number of items that each number represents. | | | | | |
| **Guided Practice:** I will ask 5 students to pretend they are each an egg in the nest. They will pretend to break out of the egg and PEEP! Then they will count the chicks, 1, 2, and so on as they emerge from their eggs. | | | | | |
| **Independent Practice:** I will distribute the Interactive Math Story book to children; they also will receive crayons; I will call the page number 2 and I will instruct students to color the eggs on that page blue, I will call page number 3 and I will instruct students to color the eggs on that page brown and so on until I finish with the pages. Students will revisit the story, count the eggs and fill in the blanks with the missing number. I will help students as they need it. | | | | | |
| **Closing/Summarizing Strategy:** All this week we have been working, counting numbers from 0 to 5. Today you are able to identify the shape of these numbers and how many objects each number represents. Next week we will learn how to count from 6 to 10. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students will practice with file folder games using number from 0 to 15.  Students will practice counting using [www.ixl.com](http://www.ixl.com) | | | Students will use counters  Students will practice with movement to follow the sequence of the numbers, jump, then jump and clap, then jump, clap, touch their knees, then jump, clap, touch their knees, and so on until they complete 5 moves. | | | Repetition of numbers from 0 to 5 in English.  Repetition of the numbers very slowly.  Picture cards |
| **Assessment(s): Whole group assessment; students will receive a sheet of paper with numerals from 0 to 5; they will have pictures of items from 0 items to 5 items. Student will have to count the items and match the number with the picture** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |